

INTERNSHIP AT CAMILO TORRES SCHOOL UNDER THE PROGRAM BILINGUALISM
FOR PEACE FROM UNIVERSITY OF CÓRDOBA.

INTERNSHIP FINAL REPORT

MARÍA BERNARDA MARTÍNEZ MARTÍNEZ



UNIVERSIDAD DE CÓRDOBA

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

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MARÍA BERNARDA MARTÍNEZ MARTÍNEZ

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ADVISOR

CRISTOBAL ZÚÑIGA

UNIVERSIDAD DE CÓRDOBA

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José M. Racero D.

Juror

Juror

ABSTRACT

The University of Córdoba offers undergraduate students the internship program as an opportunity for students strengthen their English Teaching abilities. Bilingualism for Peace is a program headed by The University of Cordoba which main purpose is to offer students from vulnerable areas of the city the opportunity to learn English, generating a big impact on the Department of Córdoba. It was Bilingualism for Peace, the program where I decided to conduct my internship; unfortunately, the process was abruptly changed with the Covid 19 pandemic and it was necessary to take measures for prevention. The interns of the program could not continue with the process and the internship was considerably affected.

This report explains in detail the pedagogies and theories I implemented for the design of lessons and units to be apply in Bilingualism for Peace once it opens its doors. The intention of the presented unit and lesson is to teach beginners students English while learning about cultures in our country and respect towards cultural diversity. This purpose was achieved through the implementation of pedagogies as Multicultural Education, Project Based Learning, Communicative Language Teaching and Cooperative Learning.

This paper also exposes the difficulties I faced during this new situation, how I faced them during my internship process and how it resulted in my professional growing as English teacher.

Keywords: Multicultural Education, Project Based Learning, Communicative Language Teaching and Cooperative Learning.

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1. INTRODUCTION

As a choice of degree, The University of Cordoba offers students the internship program to help them improve their experience as English teachers. Students who are part of this internship are exposed to real situations environments and contexts that allow them develop strategies and techniques for teaching English. Bilingualism for Peace is a program headed by The University of Córdoba that has left significant contributions the Department of Córdoba, offering vulnerable children English Education since 2017. Today, four schools of the city are part of Bilingualism for Peace, as they are La Ribera, Camilo Torres, Cristóbal Colón and, recently integrated, El Sabanal School.

This is the program where I decided to develop my internship. Unfortunately, the process of my internship was interrupted due to the COVID 19 pandemic that emerged this last semester. It was necessary to take measures for prevention and the program is closed right now. Although the Minister of Education of our country has decided to continue classes virtually in public schools, the program did not consider appropriated students continue with their learning process at home, as most of them do not have access to Internet, technological devices or enough resources to do so. Although this difficult situation for students and teachers of the program, I have documented in this report what I could do during the short time my internship lasted, what I learned from the new situation and what could be done in the future.

I consider Bilingualism for Peace is the perfect scenario for teaching children how learning English contributes to build *peace*, as it is one of the purposes of the program, so I wanted the design of my lessons and units were aligned with this aim. I decided to incorporate strategies in the classroom that promote respect towards cultural differences and equally between students. According to my own short experience as primary teacher last semester, I noticed the implementation of Multicultural Education strategies could help students display respect between their own culture, the cultures they are surrounded by and the ones they do not even know. Moreover, the mentioned schools are located in vulnerable areas of the city where violence primes; it is another considerable reason to think about ways to promote respect and peace through teaching English.

It was Camilo Torres School where I resolved perform my internship process. It is located in Mocarí, a vulnerable neighborhood in Montería. I worked with 30 students, with average of ages from 7 to 10 years old. I could not have much interaction with my students due to the pandemic so I could not identify clearly their needs, weaknesses or strengths. What I could do was to design future lessons and units that will serve to students enrich their communicative competences, specially speaking. I decided to focus on speaking because, although the short time I had with my students, what I did notice was that they were quite afraid of express themselves and felt sometimes ashamed when I asked them simple questions in English.

In this report, I will explain the methodologies and theories I applied for design of my lessons and units. I will also detail what I could learn from the different webinars I decided to take during my internship for enrich my experience as a future teacher not only in normal circumstances but also in virtual scenarios.

2. PEDAGOGICAL STRATEGIES

The following section details the theories, concepts and principles I implemented for the design of units and lessons. They are divided into the four main concepts that were the support of my internship. The defined concepts were thought for the development of students' speaking skills as well as strategies to make them feel more engage with the English learning process.

2.1 MULTICULTURAL EDUCATION

Researchers, scholars and organizations have proposed a considerable number of definitions about multicultural education since the term was introduced. This philosophical concept mainly refers to any form of education or teaching that uses the incorporation of people's customs, perspectives, believes and values from different cultural backgrounds to promote respect, acceptation and equality between students. Gay (1994) defined Multicultural Education as:

Policies, programs, and practices employed in schools to celebrate cultural diversity. It builds in the assumption that teaching and learning are invariably cultural process... As used in this definition, celebration means to know, believe, accept, value, use, and

promote cultural diversity as a normal feature of humankind, a characteristic trait of U.S. of society, and an essential component of quality education for all students. (P. 17)

The implementation of Multicultural Education in the classroom results beneficial for students as it teaches them values, specially respect towards cultural differences; it also gives students the opportunity to have a broader view and perspective of how the world is. This interpretation is confirmed by Banks (2015) when explained how multicultural education helps students broaden this view and perspective, stating that “A major goal of multicultural education is to help students develop their knowledge, attitudes and skills needed to function within their own micro cultures, others micro cultures and the global community” (p 12).

Finally, Banks (2015) explains two of the main dimensions of Multicultural Education that are significant in its application in the classroom:

Prejudice reduction (developing positive cross-cultural and intergroup attitudes and actions in the classroom while troubling privileges and seeking to move away from inferiority and deficit perspectives), and equity pedagogy (implementing teaching strategies that honor multiple groups –in terms for race, language, culture, etc. -regardless of their representation in the classroom community and that honor children as unique human beings who are members of communities and families (p 12).

2.2 PROJECT BASED LEARNING (PBL)

Definitions found in PBL handbooks for teachers projects state that

Projects Based Learning are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations. (Jones, Rasmussen & Moffitt, 1997)

Project based learning is a teaching approach that organizes learning around projects; it is based on the implementation of strategies to help students drive their own learning, practicing collaborative work and inquiry. The goal of this approach is to engage students in investigation of authentic problems and create projects that reflect their knowledge. The implementation of this approach results favorable in students learning as it motivates students investigate problems, ask questions, propose hypotheses and explanations. Research has even demonstrated that “students in project-based learning classrooms get higher scores than students in traditional classrooms” (Rivet & Krajcik, 2004, p 204).

In this sense and what is concerned with language learning, Kloppenburg & Baucus, 2004). Stated, “Learning through PBL becomes fruitful for learners because they exhibit their abilities to plan, manage, and accomplish projects through their content knowledge and language skills” (p. 154). This approach also increases students’ creativity, helps them solve real life problems, create their own identity in a community and make them be more engage with learning. That is confirmed by Sukerti and Yuliantini (2018) when stated, “The students develop confidence and self-direction

as they move through both team-based and independent work”. (p.2)

2.3 COMMUNICATIVE LANGUAGE TEACHING (CLT)

Communicative Language Teaching is an approach that makes special emphasis on interaction as both the means and the final goal of study. This approach focuses on the use of the language in real life situations and less on the formal structures, but still existing a balance. Meaning and rules are the priorities in this approach rather than grammar. In this sense, Littlewood (1981) agrees that “one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative ability” (p.1).

The principal goal of the communicative language teaching is the development of the communicative competences, this, according to Richards (2006), include

“Knowing how to use language for a range of different purposes and functions, knowing how to vary our use of language according to the setting and the participants, knowing how to produce and understand different types of texts and knowing how to maintain communication despite having limitations in one’s language knowledge”. (p.3)

CLT proposes roles for both students and teachers; students are required to participate in activities based on cooperative work rather than individualistic, listening to their classmates in group or pair tasks, while the teacher assumes the role of facilitator and monitor. Efrizal (2012)

proposed, “During learning process of CLT, students’ are hoped to communicate orally and conquer all components of communicative competence and teacher is being motivator, assessor, facilitator, and corrector during students’ discussion or speaking in front of the class”. (p. 128)

2.4 COOPERATIVE LEARNING

Cooperative learning, according to Slavin (2014) “Refers to teaching methods in which students work together in small groups to help each other learn academic content” (p. 785). Following the same line, Kagan (1990) mentioned, “The structural approach to cooperative learning is based on the creation, analysis and systematic application of structures, or content-free ways of organizing social interaction in the classroom” (p.12).

This model is supported by two major categories of theories: The Motivational Theory and The Social cognitive theories. The motivational perspective makes special emphasis on the use of group goals for group success. Based on Slavin’s theory (1987)

“When students are motivated to learn, encourage and help one another, a stage is created for cognitive development. Students can express themselves, describe things and comprehend when they are working together rather than when they are exposed to a person with a different mental stage”. (p. 1161)

On the other hand, Cooperative Learning is supported by the Social Cognitive theory proposed by Vygotsky (1978) when stated that “socialization is the groundwork of cognition development,

and that the process of cooperation or collaboration with peers benefits learners cognitively because it allows learners to work close to one another's zone of proximal development" (p. 57)

3. TEACHING METHODOLOGIES

The purpose of this section is to describe the methods I implemented during my internship. Before describing the applied methodology, I will detail the context and the participants where my internship took place.

I carried out my internship at Camilo Torres School, located in Mocarí, a neighborhood in Montería. I worked with beginner students, in a group with 30 children around 7 and 10 years old. I did not really have much interaction with my students as the situation changed in March the 16th, with the Covid 19 emergency. I just met with my group once. After that, the program of Bilingualism for Peace did not consider pertinent continue with virtual classes, as not all students have access to internet to continue with the process. As the situation was abruptly changed, I was suggested to continue with the design of lessons and units for the program to be implemented in the future and that included, if possible, virtual material.

Although I just met with my students once, during the session I had the chance to be teaching with Angelic, a native English speaker from Texas that used to assist teachers of Bilingualism for Peace. When my students first met her, I noticed they were astonished because of her appearance, her speech, the way she dressed, the color of her skin, eyes and hair. They asked her, in Spanish, questions about The United States; its weather, how the country looks like, how people live there, how children study and some others related questions, so that encouraged me to plan lessons and units focused on culture, but in terms of our own country. I wanted my students could broaden their knowledge about the cultures

in their own country and could be as interested in their country as they were when they met Angelic from the US.

The goal I set at the beginning of my internship was to incorporate strategies for promoting Multicultural Education. The skill I wanted my students foster and best fitted with my purpose of integrating culture in classes was speaking. I also decided to work focused on speaking as I could notice my students during our first class did not feel that confident while expressing themselves and giving simple personal information like their names and ages. That is why I saw speaking as the ability in which I should focus my internship. The strategies I decided to implement to help students foster their speaking ability were evidences in the design of my units and lessons, which will be detailed in the following chapter.

According to the teaching methods I implemented for the design of the presented material, I consider myself as an active teacher. I was focused on students' interaction, so I implemented Students-Centered Approach where primes activities in groups and cooperation between them. That is why I included Poster Presentations and Projects as means to achieve this objective.

I also label myself as a facilitator teacher because in some moments that I mentioned along the lesson, I proposed to work with students through the process, like sharing videos with them or help them design their posters.

This chart explains in detail the activities I carry out during my internship**p**.

Figure 1. Courses, duties and activities during the internship.

TYPE OF ACTIVITY	ACTIVITY NAME	DATE
Meeting	Induction to the internship	February 13 th /2020
Meeting	Reunión Bilingüismo por la Paz	Mach 9th/2020
Webinar	<i>Sounds fun, looks right!</i> <i>Engaging young learners with phonics. With Montse Watkin</i>	Friday 20 th march, 2020
Webinar	<i>Receptive skills from A2</i> <i>Hosted by Cambridge English, Cambridge English</i>	Tuesday March 24 th , 2020
Webinar	<i>The write criteria</i>	Wednesday, March 25 th , 2020
Webinar	<i>A2 for schools in the classroom</i>	Thursday March 26 th , 2020
Webinar	<i>B1 Preliminary for schools in the classroom</i>	Friday, March 27 th 2020
Webinar	<i>Teaching mixed ability classes</i>	Monday, March 30 th , 2020
Webinar	<i>Writing at B2 and above</i>	Friday April 3th, 2020
Meeting	Online meeting with coordinators	April 15 th /2020
Webinar	<i>Getting feedback write!</i>	Monday, April 6 th , 2020
Webinar	<i>Speaking activities and assessment</i>	Tuesday, April 7, 2020
Webinar	<i>Write from the start!</i>	Wednesday, April 8 th , 2020
Online course	<i>Enseñar en la virtualidad: Competencias y habilidades para Docentes en Ambientes Virtuales de Aprendizaje- AVA</i>	Friday 3th April- Monday April 13th, 2020
Administrative assignment	<i>Beginners Unit 1</i>	May 6 th , 2020
Administrative asignment	<i>Beginners Unit 2</i>	May 6 th , 2020
Meeting	Online meeting with coordinadors	May 6 th /2020
Webinar	<i>Assessment for Online Learning</i>	May 21th, 2020
Unit design	<i>Unit desgn</i>	
Administrative duties	<i>Low Elementary Unit 1</i>	May 23th, 2020
Administrative duties	<i>Low Elementary Unit 2</i>	May 25 th , 2020
Lesson designed for the report	<i>Lesson</i>	May 25 th , 2020

4. EXPERIENCE AND CONTRIBUTIONS

Although all the difficulties that the emerging situation could brought to the internship process, I could acquire knowledge regarding educational topics that would help me to improve my teaching inside the classroom and for future applications in my practice. I decided to detail my experience and contributions in three sections: Courses, Unit and Lesson Design

4.1 COURSES

This internship was a fundamental opportunity for my growing as English teacher; although I could not implement all the strategies explained along this report in real classes, the emerging situation pushed me to seek for better strategies while designing teaching material not only in face-to-face classes but also in online scenarios. Looking to acquire better strategies for teaching, I decided to attend some courses that helped me improve my strategies and learn new ones for teaching in a classroom.

Here it is a briefly description of every course I hold along this time.

“Sounds fun looks right! Engaging young learners with phonics” - with Montse Watkin. As teachers, we often teach young learners whole words, their pronunciation and meaning rather than split words and looking ways to help with spelling or reading and writing. In this webinar, I learnt how integrating short and simple blasts of phonics in our lessons could develop confident young readers and spellers and develop a solid base for future language learning. This training course had a length of two (2) hours. *See appendix 1.*

“Receptive skills from A2”. This webinar presented an overall view of different approaches for reading and listening from A2 upwards. It included the demands that are made by students at the A2 level and how design tasks that help students reach the B1 level. This training course was aligned with my internship as in my group I have children with an A2 level. I learned a little bit more about the design of material for my students according to their needs and levels. This training course had a length of two (2) hours. *See appendix 2.*

“The write criteria”. This webinar provided suggestions about how the use of clear writing criteria can help us setting writing tasks and make students improve their writing. I learned how to assess students in their writing, which is something I was not really familiarize with but I am now since I attended the webinar. This training course had a length of two (2) hours. *See appendix 3.*

“A2 key for school in the classroom”. This webinar explained how to look at new tasks for A2 schools. It gave me ideas to develop students’ skills and imparted practical ideas to use in class. There were also detailed aspects that will help me make students improve their writing, as they were preparation, planning and reviewing. This training course had a length of two (2) hours. *See appendix 4.*

“B1 preliminary for schools in the classroom”. Through this webinar, I learnt how to look at new ways to help students develop their skills through the design of well thought tasks for B1 learners. This training course had a length of two (2) hours. *See appendix 5.*

“Teaching Mixed-Ability Classes”. Teaching for mixed-ability classes is one of the most challenging works, so this course had as aims to look at the challenges of teaching mixed-ability

classes in terms of level and skill, to offer guidance on managing these classes and to provide teachers with practical ideas for developing all four skills. This webinar helped me identify the types of learners my students could be and how design different activities in the classroom maintaining a final goal for the whole class. This training course had a length of two (2) hours. *See appendix 6.*

“Writing at B2 and above”. The focus of the mentioned training course was to look at ways to help students improve their writing by looking at tasks requirements and assessment criteria, and try to understand challenges students may have. *See appendix 7.*

“Getting feedback write!” This session made me think about looking different ways to give useful feedback on writing. There were exposed four ways to give assessment; External assessment, Teacher assessment, Peer-assessment and Self-assessment, as a way to take advantage of the new situation. This training course had a length of two (2) hours. *See appendix 8.*

“Speaking activities and assessment”. The purposes of this webinar were developed awareness of the assessment of speaking, explore the usefulness of speaking scales, share ideas for developing speaking skills while teaching online and share approaches to evaluate learners’ speaking. *See appendix 9.*

“Write from the start”. This session looked at ways to scaffold writing for our younger learners at A1 Movers and A2 Flyers. There were given suggestions to develop writing skills, support learners in their writing using simple words to produce sentences, and then, from sentences

to stories. The session included suggestions about teach students write letters and emails. *See appendix 10.*

“Enseñar en la virtualidad: Competencias y habilidades para Docentes en Ambientes Virtuales de Aprendizaje- AVA”. Through this micro course that lasted ten days, I had the opportunity to acquire basic concepts about pedagogical and didactic strategies related to virtual classes. The mentioned course helped me be contextualized with virtual environments and develop competences as a professional in virtual scenarios. At the same time, I could tentatively develop skills and abilities in the use and appropriation of the ICT, TAC and TEP available in some educational institutions where we could perform as teachers. *See appendix 11.*

“Assessment for Online Learning”. This webinar revisited four principles at the heart of assessment and shared practical ideas and tools for assessment in online courses. Although I have not fully carry out virtual classes, I could take advantage of ideas about the assessment in virtual spaces. *See appendix 12.*

4.2 UNIT DESIGN

The pedagogies and approaches explained before were necessary to shape the design of this unit. It is worth to mention that this unit as well as the lesson are briefly based on the suggested

English curriculum for primary, as it works with transversal and pedagogical projects that lie on students' realities, interests and necessities. The suggested curriculum values and understand diversity, cultural, demographic and social of our country. It works around different projects in primary, but it is in secondary where the pedagogic project about multiculturalism is integrated. I decided to focus on this approach, as it was culture one of the interests, I noticed my students had during the observation and served for the design of the lesson and unit. The implementation of Multicultural Education was included as a way students could develop speaking and promote values while learning. It was also thought for showing respect towards cultural diversity. In this line, the basic learning rights that supported the design of the presented material were partly aligned with the suggested curriculum, which is the one that offers transversal projects.

Figure 2. First part of the Unit

STUDENT TEACHER: MARIA BERNARDA MARTÍNEZ
SCHOOL: CAMILO TORRES – BILINGUALISM FOR PEACE
GRADE: BEGINNERS
UNIT TITLE: AROUND MY COUNTRY
NUMBER OF LESSONS: 6
TOTAL TIME: 20hrs

Basic Learning Right(s): <ul style="list-style-type: none"> •Comprehend and describe some details in short and simple texts about familiar topics from images and known phrases. •Answer (orally and written) simple questions about descriptive texts related to known topics. •Exchange simple ideas and opinions with partners and the teacher, following 	Module Goal: Recognize cultural characteristics of my country and city town.	Language functions: <ul style="list-style-type: none"> • Describe people, places and habits. • Exchange information about physical appearance. • Share personal opinions. 	Objectives: <ul style="list-style-type: none"> • Describe orally, people and places. • Identify words related to particular characteristics of people and places. • Express opinions and ask Yes/No questions.
models or through images. <ul style="list-style-type: none"> •Describe orally and written, objects, places, people, and communities, using simple sentences. 			

The project of this unit is the presentation of stands where students will, at the end, express about the huge cultural differences that compose our country, while learning that all humans have the same rights and that we all are equal. The group is divided into six groups, each group with five students. As in Colombia exists six regions, a region is assigned to a group of students that are going to look information through all the lessons about its culture, including aspects as people's physical features, clothes, weather... and at the end of the unit, students will present their final product, which is the presentation of their stands and posters. The information that students will include in their stands will be investigated with the teacher along all the lessons of the unit.

Figure 3 End of the unit.

TASK/PROBLEM/PROJECT	Performance indicators	TEACHING POINTS	MAIN ACTIVITIES and ASSESSMENT MOMENTS
Students make posters (following a model the teacher already presented about our region; Costa) on the walls of the classroom where will be posted information about specific regions of our country, their most representative activities, food, animals, dressing, weather and similarities	Knowing: <ol style="list-style-type: none"> 1. Identify the words "what/where" to make questions. 2. Recognizes the possessive "our, their". Doing: <ol style="list-style-type: none"> 1. Follow and give simple instructions. 	<ul style="list-style-type: none"> • Body parts • Describe people • Colors of the nature • Numbers • Family members • Clothes • Animals of our country 	<ul style="list-style-type: none"> • The teacher asks students about the regions in our county and then are written on the board (Amazonia, Andina, Caribe, Insular, Orinoquia and Pacifico) • The teacher shows students a big map of Colombia and the students and the teacher together put in the map the name of each region.
between those regions and ours.	<ol style="list-style-type: none"> 2. Write and say simple phrases in English with known vocabulary. 3. Write a short chart establishing comparisons between their own region and the rest. Being: <ol style="list-style-type: none"> 1. Express through words and actions we are all equal. 2. Maintain a good relation with their classmates. 		<ul style="list-style-type: none"> • The teacher is going to do a kind of "trip around the country" with a video about the five regions, to show students their main characteristics. • The teacher asks students about the differences they see between our own region and the others five (people, weather, landscapes...) • The teacher explains students that although all those huge differences we are all equal; we all have the same rights. The teacher also explains students that speaking English is another way in which we are equal. So the teacher shows students pictures of children from different parts of our country learning English and doing similar activities they do (going to school, playing, spending time with their family...). • The teacher establishes groups of five students and a region is assigned to each of them. • Students are going to create big stands about their regions in the forms of posters, the stands will permanently be on the walls and students will enrich the stands with facts about each region. The information will be related with the lesson given. For example, if today's lesson is about animals, the information posted there will be in a special section dedicated to the most representative animals of that place. • Students will include a special sections in their posters called "Bilingüismo por la paz" in which they are going to write in a simple way
			similarities they found between the region they were assigned and their own region, demonstrating we are all equal.

Through this project, students get engage in investigation of authentic problems that affect their daily life; disrespect towards diversity. Students will, at the same time, achieve the stated language objectives of the presented unit, as they are, describe, orally, people and places, identify words related to particular characteristics of people and places and express opinions and ask simple questions.

During the development of their projects, students will be working together in groups, promoting cooperative work. Students will need to enrich their poster with content they could share and will help each other to present their stands. There will be a set of activities that will increase cooperation between them, for instance, select and organize the information, cutting papers and images and assign responsibilities for the presentation.

4.3 LESSON DESIGN

Lesson #1 is the most accurate example of the integration of the pedagogies mentioned along this internship report; Multicultural Education, Project Based Learning, Communicative Language Teaching and Cooperative Learning. I proceed to explain in the detail the presented lesson:

Figure 4 First section of the lesson.

STUDENT TEACHER: María Bernarda Martínez
SCHOOL: Camilo Torres
GRADE: Beginners
HOURS/WEEK: 5 hrs.
UNIT TITLE: AROUND MY COUNTRY
LESSON DATE:
TIME: 2 hrs.

TASK/PROJECT/PROBLEM	Performance Indicators	Lesson Teaching Points
In groups, students create stands about regions of our country. The stands will include information related to characteristics of each region (peoples' physical characteristic, landscapes, how people dress, representative animals...). Students talk about the differences between the region they were assigned and their own region, they express how we show respect towards all those differences and explain we are all equal.	<ol style="list-style-type: none"> 1. Recognizes the possessive "our, their". 2. Write and say simple phrases in English with known vocabulary. 3. Express through words and actions we are all equal. 4. Maintain a good relation with their classmates. 	<ul style="list-style-type: none"> • Colors • Body parts • Physical appearance

Project Based Learning is displayed in this lesson through the final product students are supposed to present; they are going to make posters in groups and perform a simple description of the main features of a region in our country. All the lessons are linked and contribute to the completion of their project. This lesson, for example includes the teaching points: colors, body parts and physical appearance, here they answer a research question and complete one point of the project which is how people look like in that region.

Figure 5 Second section of the lesson.

INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
The teacher shows students a video about the regions of our country, making special emphasis on how people look like in each region.	Video beam, map of Colombia.	2 min
The teacher asks students if people in the video look all the same. The teacher introduces the topics about colors, body parts and personal appearance by describing people with students.		5 min
The teacher shows students a big map of Colombia. She asks students the name of the six regions that are part of our country and then are pointed in the map with the teacher and students' help.		5 min

The intention of this warm up is to prepare students to what is going to be presented along the lesson. I pretend students learn content by discovering, so all the teaching points are connected in all the activities to obtain the final goal of the class, which is describe physical appearances. Cultural Education is displayed along the lesson, and in this section, I suggest the implementation of a video exposing the variety of people's physical features in our country, what appeals on students their interest to know more about our own country. Through this section, I also propose the integration of content students probably have at school, as it is Social Sciences.

Figure 6 End of the lesson.

<p>Core activities</p> <p>The teacher asks students make peers and create stickers with drawings of people with different physical characteristic.</p> <p>The teacher creates her own sticker and describe it to the whole class, using vocabulary related to colors, body parts and physical appearance.</p>	<p>Paper, glue, book.</p>	<p>10 min</p> <p>2 min</p>
<p>In groups, students socialize to the whole class the physical characteristics their people's drawing, what should include vocabulary about colors, body parts and physical appearance.</p> <p>The teacher asks again some questions to students related to the video. She asks them how people in each region look like.</p> <p>The teacher and students together put the stickers with images of people with different physical characteristics on each region, depending on how people look like in the respective region. For instance, people from the Pacific Region tend to be brown skin, curly hair and tall; while people from the <u>Andina</u> Region tend to be white skin, straight hair and short.</p> <p>The teacher explains students that although we all look different and are from different regions of our country, we all have the same rights and are equal.</p> <p>A story is read by the teacher; "Same Difference" by <u>Calida Rawles</u>, to demonstrate students we are all equal. The teacher asks students about the physical characters physical appearance they could identify in the story</p>		<p>10 min</p> <p>2 min</p> <p>5 min</p> <p>5 min</p> <p>10 min</p>

The core activity seeks to promote cooperative work, as students have to work in peers to complete some of the suggested activities; it will imply drawings, cutting papers, explain what they have done, paste together their drawing on the map and students will be working together to support one another. Some of the benefits students will have through the implementation of Cooperative work here are a greater intrinsic motivation, increase retention and a higher achievement. Here, I also propose the presentation of a model by the teacher of what students are asked to do, so they can have a clever idea of what are going to do.

In this section is also integrated the teachers help, which is one of the main features of both Communicative language Teaching and cooperative learning. CLT proposes roles for both

students and teachers; students are required to participate in activities based on cooperative work rather than individualistic, listening to their classmates in group or pair tasks, while the teacher assumes the role of facilitator and monitor. It is confirmed with Efrizal's (2012) idea about the teacher's role when stated, "The teacher is being motivator, assessor, facilitator, and corrector during students' discussion or speaking in front of the class" (p. 128)

Cultural Education is once more featured in this section when I apply the inclusion of a reading about equally and respect. This reading integrates teaching points of the lesson, including body parts and vocabulary about physical appearance, its intention is enhance students' vocabulary and listening as well.

Figure 7

<p>Closure</p> <p>Students are delivered a worksheet with the shape of a body and are asked to draw their own features inside.</p> <p>Students will explain to the whole class their drawings using the vocabulary studied during the lesson.</p> <p>Students are divided into groups and are assigned a region of our country. The teacher delivers students a big poster with the sketch of the region they were assigned. They will create a section in their poster dedicated to people's appearance in that region and will paste drawings of it. This is the beginning of their project.</p>	Worksheet, posters.	<p>10 min</p> <p>20 min</p> <p>20 min</p>
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Communicative Language Teaching is featured in the closure, as students will describe their product using the structure learnt along the lesson. It is not necessary students do it perfectly as the intention of CLT is, according to Richards (2006) "knowing how to maintain communication despite having limitations in one's language knowledge" (p.3). Here, students

will also start working on the proposed project, which is the design of their posters. There will be a section dedicated to people's appearance in each region.

It is relevant to mention that students in Bilingualism for Peace have four hours of English a day but the presented lesson is expected to last two hours as students also work with extra material from the program, as books, so there will be extra activities that support the content of the book and the lesson as well. The content from the book will serve to enhance the topics of the presented lesson, because the topics are also aligned with the content of the book.

5. CONCLUSIONS AND RECOMMENDATIONS

I define this internship as an instructive for future experiences as teacher. Through this internship I could investigate and learn about theories and approaches needed to develop my skills as teacher and even discover some others I did not I have. An aspect I undoubtedly improved

during this internship and would like to highlight in this report is *preparation*, it helped me set a goal and work aligned with it, having a purpose while teaching. An accurate preparation makes significant results not only on students' learning but also on teachers' improvement.

I have to admit that almost everything I planned apply along this internship was altered due to the emerging pandemic. That would be translated into something negative, but it was not really. The new situation helped me take the time to think about students' necessities and more important, teach them something worthy; values. Multicultural Education is an approach I really love and considered appropriate for the design of my units and lessons. Of course, I am somehow upset because I could not put in practice all the theories I explained along this report in real classes, but I am satisfied because I could reach knowledge about them. I am sure I would not be that dedicated at studying all these approaches under normal circumstances. Once this situation finally ends, there is no doubt I will face teaching much more prepared. Thank you, pandemic.

Finally, and as a recommendation, I would really appreciate the unit and the lesson I designed for this internship be implemented by future undergraduate students at some point during their teaching process. The unit and the lesson are up to modifications as students necessities vary from group to group.

6. LIMITATIONS

All the limitations I faced during my internship came with the emerging pandemic. Along this section, I will express my limitations due to the Covid 19 pandemic.

The biggest difficulty was the closure of the program; I could not even establish students' real needs and I had to design the lesson and the unit based on a briefly observation during the first meeting we had. I could not work taking into account real circumstances and determine if the process was going fruitful for students or not, so I had to assume circumstances and work under assumptions.

Social distancing contributed to the lack of my experience as a teacher, it was impossible for me get in contact with children so I could acquire experience about how to deal with beginners or plan lessons and materials according to their necessities.

The situation resulted on the virtualization of the program, what could not be possible either as students from Camilo Torres do not count with the necessary means to continue with the learning process in the program. Due to this situation I did not implement virtual classes as such, just some technological resources as videos are integrated in the design of the unit and lesson to be implemented when possible.

Although the problems I mentioned before, this new experience contributed to the development of my growing as a teacher, this remarkable episode left me an essential lesson not as a teacher but also in life itself; how to adapt to unexpected situations.

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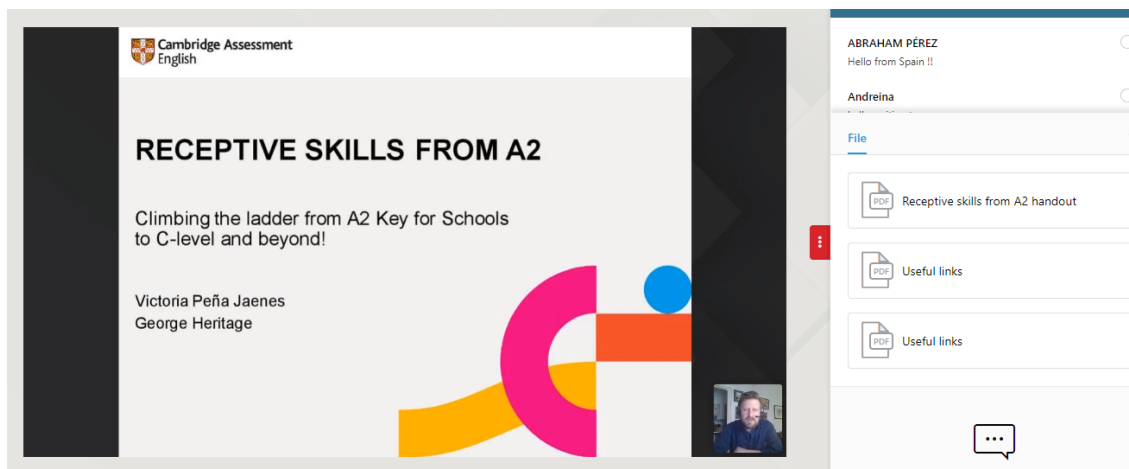
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APPENDIX

APPENDIX 1. Sounds fun, looks right! Engaging young learners with phonics.




APPENDIX 2. Receptive skills from A2




APPENDIX 3. The write criteria

Cambridge Assessment
English


RECONNECT





What helps students improve their writing?



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graph TD; Motivation --- Preparation; Scaffolding --- Preparation; Conventions --- Preparation; GoodWriting[Good writing examples] --- Preparation; Preparation --- Center((Preparation));
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Request to speak

302

00:08:44

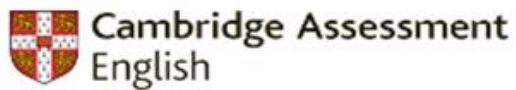
Eliane

Sorry, I`m a bit late.... Internet problems... . Good morning

Lucy

Motivating by imitating Whatsapp, Twitter style etc for A2 level

APPENDIX 4. A2 for schools in the classroom



Certificate of Attendance

This is to certify that

María Bernarda Martínez

attended the Webinar:

A2 Key for Schools - revision and ideas for teaching

on Thursday, 26th March 2020

A handwritten signature in blue ink, appearing to read "Elaine Blaus".

Elaine Blaus

Director Europe, Middle East and Africa
Cambridge Assessment English



APPENDIX 5. B1 Preliminary for schools in the classroom

Cambridge Assessment English

RECONNECT

Sample answers

Writing an email
B1 Preliminary for Schools Writing Part 1

Task 3 Read Sam's email. Can you correct the mistakes?

Dear Mrs Lake

Thanks you for your email about having a party to celebrate the end of the school year, and the beginning of the summer holidays, of course! What great idea! I'd love it unless we had a party.

I think I'd rather going to the park than stay in the classroom. because it'd be more fun. We could play ball game, or other sports. I think everyone would enjoys doing that.

It's good idea to have food that's easy to eat outdoors. Maybe we should to buy sandwiches, crisps, and a cake. We could all brought something.

Bye for now!

Sam

Request to speak

429

00:25:07

Jenny Torrealva Stevenson
☐

excellent!

Elena
☐

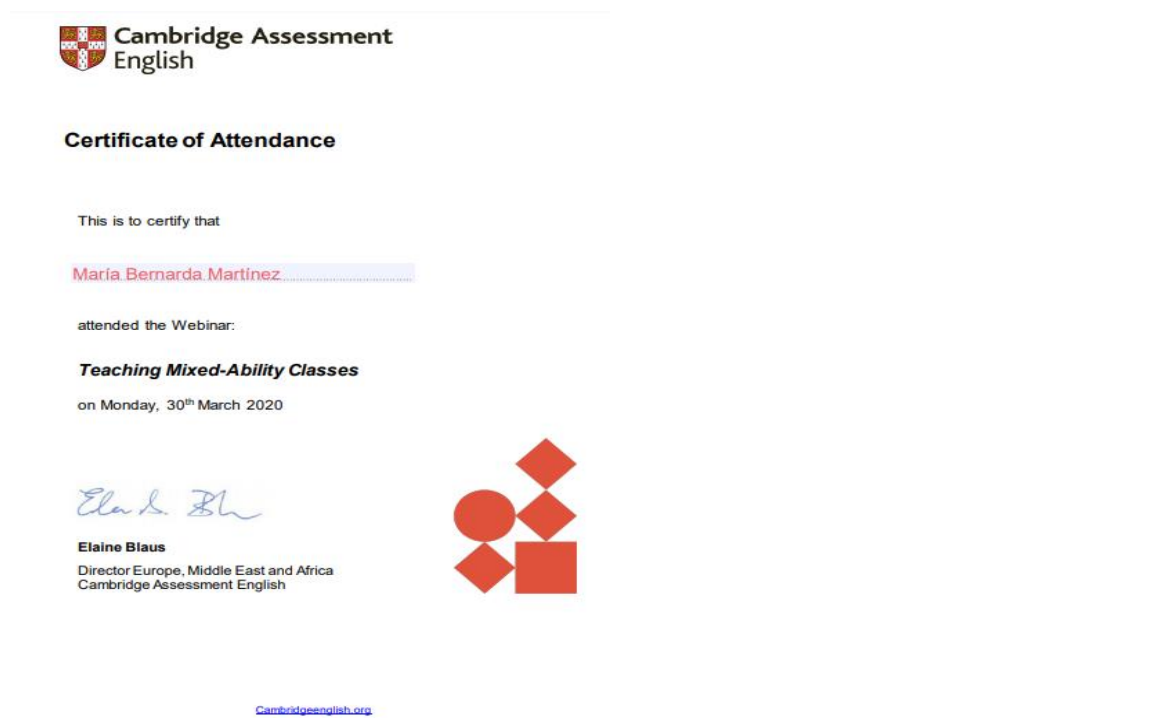
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Send to everybody...

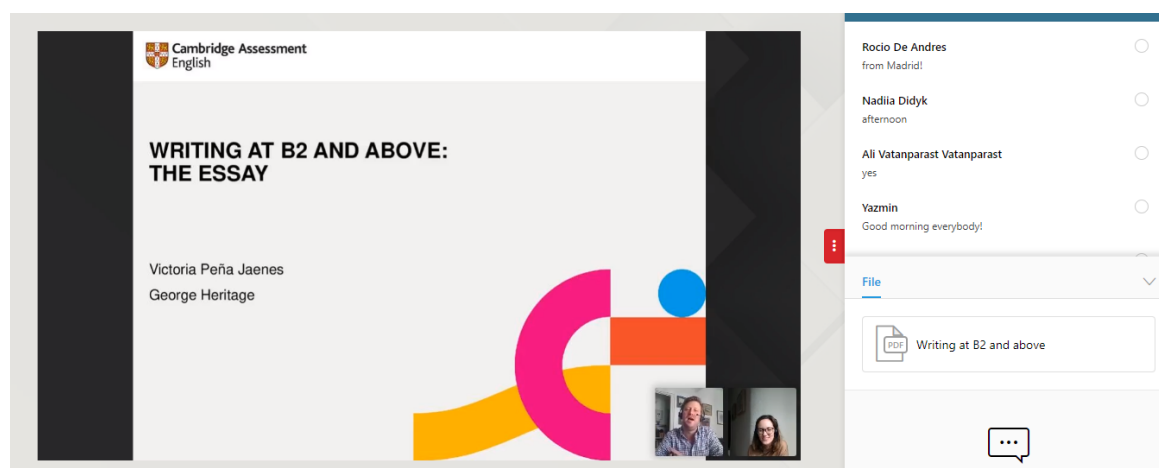
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Chat mode

APPENDIX 6. Teaching mixed ability classes



APPENDIX 7. Writing at B2 and above



APPENDIX 8. Getting feedback write!



**Cambridge Assessment
English**

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Getting Feedback Write

on Monday, 6th April 2020

Elaine Blaus

Director Europe, Middle East and Africa
Cambridge Assessment English



APPENDIX 9. Speaking activities and assessment



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Speaking Activities and Assessment

on Tuesday, 7th April 2020

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Elaine Blaus

Director Europe, Middle East and Africa
Cambridge Assessment English



APPENDIX 10. Write from the start!



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Write from the Start

on Wednesday, 7th April 2020

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Elaine Blaus

Director Europe, Middle East and Africa
Cambridge Assessment English



APPENDIX 11. Enseñar en la virtualidad: Competencias y habilidades para Docentes en Ambientes Virtuales de Aprendizaje- AVA



APPENDIX 12. Assessment for online learning.

Assessment for online learning

This is to certify that

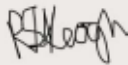
María Bernarda Martínez

attended the following Webinar


Assessment for online learning

Thursday 21st May 14:00 (UK time)

Rachel Keogh
Events Manager



Cambridge Assessment English



Cambridge Assessment English
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA
United Kingdom

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